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ABSTRACT

A year-long institute was held at Tennessee Technological University to train teachers as school librarians, with emphasis on using the media center in reading instruction. The institute's objectives were: 1) to provide economically and educationally deprived teachers with graduate training; 2) to train participants in the use of media centers in reading instruction; 3) to demonstrate the feasibility of interdisciplinary graduate programs which met the needs of students in the Southern Appalachian Area; and 4) to demonstrate a graduate program which could be implemented at other universities. The 19 participants took courses in reading, children's literature, library science, the psychology and sociology of the disadvantaged child, testing, research and the use of media, a practicum and an interdisciplinary seminar were also provided. The institute was judged a success, for each of its four objectives was achieved. Eighteen of the participants received the M.A. degree and returned to positions of professional responsibility in media centers or related fields, the majority in the Southern Appalachian Area. (PB)

ED 087467

NARRATIVE EVALUATION REPORT
ON THE INSTITUTE FOR: Improved Use of the Media Center in Reading Instruction

AT: Tennessee Technological University
Cookeville, Tennessee 38501

DATES: September 20, 1971 through August 26, 1972

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PREFACE

The Institute, Improved Use of the Media Center in Reading Instruction, was held at Tennessee Technological University from September 20, 1971 through August 26, 1972. This program was operated in cooperation with the Department of Health, Education, and Welfare, United States Office of Education under the provisions of Title II B, Higher Education Act of 1965, as amended, contract number OEG-0-71-8526 (319).

Jerry B. Ayers
Director

INTRODUCTION

Improved Use of the Media Center in Reading Instruction, an institute for training in librarianship, was offered by Tennessee Technological University during the academic year 1971-72 and the Summer of 1972. This program was conducted to train nineteen teachers as school librarians with special training in the use of the school media center in reading instruction. The institute participants were individuals who would not have had the opportunity to attend graduate school because of economic reasons or because of poor undergraduate preparation. The institute was designed to respond to two major factors prevalent in the Southern Appalachian Region: (1) Educational opportunities for school children in the region are hampered because of the lack of personnel trained as school librarians and (2) Children are far below average in reading level and are thus unable to take full advantage of the educational opportunities presented to them.

The primary objectives of the Tennessee Technological University Institute were as follows:

1. To provide the opportunity for educationally and economically deprived teachers to enter graduate school and pursue work toward the Master of Arts with major emphasis in library science and reading.

2. To train the institute participants in the effective utilization of the media centers of the elementary schools in improving reading instruction for children from a region characterized by economic and educational problems.

3. To demonstrate the feasibility of training persons at the graduate level in an interdisciplinary approach (library science and reading) to better serve the needs of the children in the Southern Appalachian Region.

4. To study the feasibility of designing a program of studies that can be implemented at Tennessee Tech and other institutions for the training of personnel in an interdisciplinary approach to work in school media centers.

The institute program was divided into four phases that coincided with the academic quarters of the University. Phase I of the institute was conducted during the Fall Quarter of 1971. Institute participants pursued work primarily in the area of reading, introduction to librarianship and children's literature. In addition, participants had the opportunity to select one or more courses that would provide them the opportunity for enrichment or to meet special needs such as acquiring the needed courses for certification in a particular area. During Phase II (Winter 1971) participants received additional work in library science, young people's literature, an introduction to the psychology and sociology of the disadvantaged child, an introduction to the diagnosis and correction of reading difficulties, and work in the area of tests and measurement. Throughout Phases I and II participants received practicum experiences in the media centers immediately adjacent to or on the Universtiy campus. Also during these two phases an interdisciplinary seminar was held weekly.

Phase III was conducted during the Spring of 1972. Participants spent a minimum of three days per week working in

school media centers in the Upper Cumberland Area. In addition participants received additional training in formal classes in reading, library administration, and an introduction to research. During Phase IV (Summer 1972) the participants received additional training in reading, librarianship, language arts, and media. Seminars were scheduled at regular intervals during both Phases III and IV.

Throughout the course of the institute the director, staff, and participants have had the opportunity to work with a number of outstanding consultants and to work with the institute advisory board. In addition a continuing program of evaluation has been conducted (a separate section entitled "Institute Evaluation" was prepared by Dr. David A. Payne, Chief Consultant on Evaluation, and has been made a part of the next section of this report.)

EVALUATION

This section of the report contains an evaluation of the Institute as outlined in the original instructions provided by the United States Office of Education. Included in this section is an appraisal of all of the significant aspects of the Institute. It is hoped that this evaluation will be useful to other Institute directors and to the staff of the U. S. Office of Education. The last part of this section consists of an evaluation report of the institute activities that was prepared by Dr. David A. Payne.

1. Relations With USOE

Relations with the United States Office of Education in both program and fiscal matters were excellent. No difficulties were experienced in negotiation, completion of the plan of operation, or operation of the institute. However, it should be pointed out that one problem did arise in relation with USOE. Due to the late notification of approval of the original proposal, some difficulties were encountered in particular in the area of recruitment. This point will be elaborated on and the necessary changes that were made will be pointed out in other parts of this section of the report.

2. Relations With the Administration of Tennessee Technological University

The Administration of Tennessee Tech has given strong support and encouragement to the operation of the institute program. The office of the Director of Institutional Research, the Business

Manager, and the Vice-President and Dean of Faculties have been particularly helpful in assisting in the operation of the program in all matters of concern. It is felt that the University is dedicated to programs of this nature and has given its full cooperation. The Office of the Dean of the College of Education has been particularly helpful in conducting this program. The Institute program will serve as a model for the development and implementation of new programs within the College.

3. Pre-Institute Preparation

Several problems developed during the pre-institute preparation phase of the program. These problems were due primarily to the somewhat late notification of award of the grant to Tennessee Tech to conduct the project, and were related to the recruitment of participants for the Institute. Following is a summary of the major problems that were encountered during the pre-institute preparation phase and how they were handled. This part of the report is divided into three subsections, i. e., publicity, Library Science Advisory Board, and selection of participants.

Publicity. Immediately upon notification of the award of the grant, the Director and staff of the Institute program, with the assistance of the Office of News, Alumni, and Public Relations of Tennessee Tech, prepared news releases and brochures announcing the Institute. In addition letters were sent to every school superintendent in the Southern Appalachian Region asking for their help and cooperation in recruiting participants for the program.

The above publicity was released on the day of the receipt of notification of funding. However, it is the feeling of the Institute Director that the information about this program did not reach the school teachers of the Region. The primary reason was that the schools of the area were closed for summer vacation and the information about the Institute did not filter from the school superintendent's office to the teachers. It should be pointed out that over 3,500 brochures about the program were distributed throughout the Region. If notification of the grant had been received prior to the close of school in the Spring of 1971, more teachers probably would have been made aware of the program.

A total of four news releases were made during the Summer of 1971. These releases were sent to every newspaper, radio and television station in the Southern Appalachain Region. In addition to the over 3,500 brochures that were distributed, the Director and staff of the project visited a number of meetings of school superintendents, supervisors, and other groups in order to disseminate information about the proposed Institute.

In addition to the above, special notices of the proposed Institute were carried in the Alumni Bulletin of the University and the Graduate School Newsletter published by the Office of the Dean of the Graduate School of Tennessee Tech.

Library Science Advisory Board. The Library Science Advisory Board (LSAB) met for the first time on July 6, 1971. The Advisory Board was able to provide specific consultative assistance to the staff members in regard to courses in their

respective disciplines. Because of the apparent recruitment problem that was beginning to develop at the time of the first meeting of the Advisory Board, the following changes in the Plan of Operation for the institute were recommended by this group. These changes were approved by the U. S. Office of Education. A summary of these changes follows:

1. The date of starting the Institute program was moved from July 20, 1971 to September 20, 1971 and the date of termination of the project was extended through August 26, 1972. This allowed for additional time for recruitment of participants.

2. The original proposal for the institute called for accepting only "disadvantaged" teachers. Based on recommendations of the LSAB it was decided to accept approximately 25 percent of the participants from other than the "disadvantaged" category. It was the feeling of the LSAB that by introducing five individuals who came from other than the disadvantaged background that the Institute program would be strengthened.

3. Based on recommendations of the LSAB and also at the request of USOE it was decided to accept participants from other than Southern Appalachian School Systems as designated in the original proposal. It should be pointed out that only one participant was ultimately admitted to the program that represented a non-Southern Appalachian School System.

4. On the recommendation of the LSAB it was decided to accept participants with less than two years of experience in the elementary schools.

The LSAB felt that the Plan of Operation was sound and that the objectives of the institute could be met. At this same time the Chief of Evaluation Consultant, Dr. David A. Payne, confirmed the evaluation plan of the institute and made recommendations for test instructors and for the construction of other evaluation division.

Selection Criteria. The Director of the Institute received a total of only 94 inquiries from potential applicants. This low number of inquiries was again probably due to the fact that information about the Institute was not in the hands of potential applicants. Sixty-seven application packages were sent to prospective applicants and 38 were completed. It was somewhat disappointing that more potential applicants could not have been reached. A total of 22 applicants met all of the qualifications for the Institute program. Initially, the nineteen best qualified participants were selected as outlined in the original Institute proposal and with the modifications noted in the previous part of this report. Three participants declined the offer to participate in the Institute program. Therefore, the three alternates were invited to join the Institute program.

The selection criteria for participants was used in this Institute were more than adequate. It is felt that if more time had been available for recruitment that possibly better qualified participants could have been located.

The Appendices of this report contains copies of the Institute Brochure, all news releases and letters that were used in conjunction with recruitment for the Institute program. It should be pointed out that a news release was sent to the home town newspaper of all participants during the Fall of 1971. As a result of this news release the Director of the Institute received additional inquiries from individuals seeking information about the possibilities of a program for the 1972-73

school year. This, again, points out the importance of getting information into the hands of prospective participants.

4. Orientation of Participants

The orientation of the participants to the program began shortly after notification of acceptance. The prospective participants received several letters from the Institute Director that provided additional information about the program and the on campus orientation activities. (See Appendices). In addition the participants received formal letters from the Administration of the University and the Housing Office that provided additional information about the University.

All Library Science Institute participants reported for orientation on the morning of September 20, 1971. During the morning hours the participants had the opportunity to meet with the Director and staff of the Institute, receive greetings to the University from the Dean of the Graduate School, Dr. Martin Peters, and receive orientation from the Director of the program for the total year of the Institute's activities. This orientation included a review of the history of the program, the objectives for the year, and the way in which the objectives would be met. Also during this same orientation period the participants were administered the Tennessee Self-Concept Scale. Results of this administration and also the post administration of the instrument will be reported in this section of the report.

During the afternoon of the 20th, participants were administered the Miller Analogies Test and the New Purdue English Test.

These tests are administered on a routine basis by the Graduate School of Tennessee Tech. The results of these test administrations are incorporated into a later portion of this part of the Institute report.

On the morning of the 21st participants again had the opportunity to meet on an informal basis with the staff of the Institute and were also administered a Semantic Differential relative to the program of the Institute. The results of this administration of the Semantic Differential and the post administration are contained in this report. During the afternoon hours of the 21st the participants were administered the Audio-Visual and Media Examination of the National Teacher Examination. This instrument was administered as a pre-test and was again administered as a post-test on the 6th of July, 1972. The results of these administrations are contained in this report.

On September 22, 1971 participants had the opportunity to spend approximately thirty minutes in individual counseling and advising sessions with the Institute Director and/or Associate Directors. During this period an individual course of study was developed for each participant to complete the compensatory education period of the Fall Quarter. Participants were scheduled into courses that would meet their individual needs. For example, one participant lacked six quarter hours of credit in science to receive her elementary certificate. This participant was scheduled into a Biology course and a Geology course. Several participants indicated an interest

and desire to take further work in the area of educational administration and psychology. These participants were scheduled into such courses as Instroduction to Administration, Child Psychology, or Psychology of Learning.

During these counseling sessions it was learned that a number of participants had not recently completed any work in the area of the teaching of reading. At this point it was decided to open a special section of Introduction to the Teaching of Reading for sixteen of the nineteen participants. On September 23, 1972 orientation of the participants continued on an informal basis with the staff of the Institute. On this same day the participants followed a modified registration schedule which allowed them to take part in some of the regularly scheduled University orientation activities.

The orientation of the participants to the total Institute program and to the University continued into the Fall Quarter. During this period the participants had further opportunity to meet with the staff, to become acquainted with the schedule and administrative procedures of the University, and in particular to become acquainted with the media centers located on the campus of Tennessee Tech and in the adjacent environs.

It is the feeling of the Institute Director and the staff that the orientation period was most satisfactory and that in the event of a similar program the same plan would be employed.

5. Physical Facilities

The University provided a room in the T. J. Farr Education Building to house the Institute. Institute participants were

able to use this room from 7:30 A. M. until 9:00 P. M. each day. When formal Institute classes were not being held in the room participants had the opportunity to utilize this facility for informal discussions, study, etc. In addition participants had the opportunity to use all of the media centers on the campus of Tennessee Tech. Adequate office space was provided in the Farr Education Building for conducting the project.

Every effort was made to locate living accomodations suitable for the participants. For the most part, the participants adjusted well to their new surroundings and felt that the living accomodations were more than adequate while in Cookeville.

6. Field Trips, Laboratory Work, and Practica

Throughout the course of the Institute the participants engaged in a number of field trips to visit media centers, reading projects, educational facilities, and industries associated with education. During the Fall Quarter of 1971 the participants visited in three media centers in the vicinity of Tennessee Tech. One visit was associated with a Southern Association Accredidation of the school. The participants, individually and collectively, prepared a report evaluating the media center of the school.

During the Winter Quarter field trips were limited purposely due to weather conditions. Three trips were made to visit exemplary projects that focused on the disadvantaged child. Field trips were made to the Taft Youth Center in Pikeville, Tennessee, the Plateau Mental Health Hospital, and a special education project in Oak Ridge, Tennessee. During

the Spring Quarter of 1972 participants had the opportunity to visit three additional media centers; the Tennessee Archives, Tennessee Book Company, the Methodist Publishing House, the Joint Library of Peabody, Vanderbuilt, and Scarritt Colleges, and with the Tennessee State Department personnel associated with public school libraries.

Because of the heavy schedule of classes during the summer, no additional field trips were made. It is the feeling of the Project Director and staff that the field trips were most successful and were one of the highlights of the Institute program. The participants enjoyed the trips and gained much first hand information about the operation of school media centers.

Throughout the course of the Institute program the participants had the opportunity to work in a varying number of practicum experiences. During the Fall of 1971 and Winter of 1972 each participant spent about four hours per week working in one of the four media centers maintained by Tennessee Tech. These experiences gave the participants a first hand knowledge of media center operations. In addition during the Winter Quarter the participants had limited opportunities to work with children in the correction and diagnosis of reading difficulties.

During the Spring Quarter the participants spent a minimum of thirty days working full time in a public school media center located in the service area of Tennessee Tech.

Generally, the participants spent all day Monday, Wednesday, and Friday of each week in this experience. Also during the Spring Quarter the participants worked intensely with two or more children in the correction and diagnosis of reading disabilities. Practicum experiences during the Summer of 1972 were limited due to the heavy class load.

The practicum experiences of the participants were probably the most meaningful part of the total Institute program. The participants and staff are in agreement on this point. The Director of the project would like to urge that in future institutes even more emphasis should be given to practicum experiences.

The laboratory experiences of the Institute participants were those associated with the normal course work. The laboratory experiences were judged to be more than adequate to meet the needs of the participants. It is recommended that no additions or changes be made in this area.

7. Participant Communication With Director and Staff During Institute

The Director of the project and selected staff members met with the institute participants on a weekly basis throughout the course of the Institute. In addition the total staff of the project and the participants had the opportunity to interact on an informal basis at least once every quarter at some type of social function. It is felt that through these means, that the channels of communication were more than

adequate. Regular staff meetings were held to discuss the operation of the Institute and at selected meetings Institute participants were invited to be present. These meetings were invaluable for the total operation of the Institue program. They appeared to be an effective means of communications between Director , staff, and participants.

8. Full-Time Versus Part-Time Staff

The plan of operation for the Institute program called for the use of only part-time faculty. No full-time faculty members were employed in this program (It should be noted that all faculty members were full-time employees of the University but taught only part-time in the Institute). Based on the reactions of the staff and participants, it is felt that the use of these individuals was more than adequate. The participants desired the opportunity to interact with as many individuals as possible. This was evidenced on a number of occasions by the statements made by the participants. Therefore, it would be recommended that in the future that this type of arrangement be continued. Few problems developed in coordinating the efforts of these various individuals.

9. Regular Faculty of Tennessee Tech Versus Visiting Faculty

All faculty employed in the Institute were regular faculty of Tennessee Tech. No visiting faculty of more than two weeks duration were used in the program.

10. Lecturers and Consultants

Throughout the course of the Institute program, there have been a number of special lecturers and consultants that have worked with the staff and the participants of the program. The primary consultants to the staff of the project have been the members of the Library Science Advisory Board. This Board consisted of six members and met on three occasions during the Institute program. The members of this Board served primarily in a consultant capacity, however, each member had the opportunity to meet with the participants at least twice during the program.

The Library Science Advisory Board met on the 5th and 6th of July, 1971, October 18, 1971, and on March 9 and 10, 1972. At these meetings the Advisory Board was able to give much valuable assistance in conducting the program of the Institute. It is recommended that in the future that this type organization be made an integral part of Institutes. In addition, various members of the Board presented special seminars to the Institute participants. Following is a list of the Advisory Board members and the dates and topics of their special seminars.

Dr. Gilbert F. Shearron, University of Georgia

Mr. John David Marshall, Middle Tennessee State University

Mr. L. Lee Davis, Supervisor of Instruction, Overton County Schools, Tennessee.

Dr. George E. Mason, University of Georgia. Dr. Mason delivered special seminars to the LSI participants on the 9th of March and the 7th and 8th of August, 1972. His topics were respectively, "Early Reading Programs," and "Teaching of Phonics". Dr. Mason was brought back to the Institute at the request of the participants.

Miss Louise Meredith, Director, School Library Services, State of Tennessee. Miss Meredith met with the LSI participants on the 1st of March and presented a seminar on "School Library Administration From the State Department Level."

Dr. David A. Payne, University of Georgia.

Dr. Payne has served as the Chief Consultant on Evaluation. He has maintained continuing contact with the Director and staff of the project on all matters of evaluation. In addition, he met with the participants on the 18th of October, 1971 and on the 10th of March, 1972.

Throughout the course of the Institute program a number of lecturers and consultants were brought to the campus of Tennessee Tech to work with the LSI participants. These special lecturers were able to provide much valuable information for the participants and should be continued in future Institutes. These special lecturers have been able to provide to some extent a common thread for the Institute program, i. e., tying together the two major components of the program, reading and library science. Following is a list of the consultants and

lecturers, the dates with the Institute, and their topics.

Dr. Mary Nesbitt Ayers, Department of Early Childhood Education, University of South Carolina. October 21, 1971. "Every Librarian is a Teacher of Reading." It should be noted that Dr. Ayers joined the staff of Tennessee Tech during the Winter of 1972.

Mrs. Mary Cope Luna, Librarian, Cookeville Junior High School. November 4, 1971. "Problems in Administering the Public School Library."

Mrs. Mary Frances Kay Johnson, School of Education, University of North Carolina at Greensboro. November 19th and 20th, 1971. "Directions in School Media Programs," "The Right to Read Program," and "Humanizing Education: The Role of the School Media Center."

Dr. John Flanders, Director of the Counseling Center, Tennessee Tech. December 3, 1971 through March 2, 1972. Dr. Flanders presented a series of ten seminars related to "Human Relations Training."

Dr. Carl Cox, University of Tennessee. February 21 and 22, 1972. "Special Problems in Cataloging."

Mr. Don Emerson, Encyclopedia Britannica. March 30, 1972. "Use of Encyclopedias."

Mr. Forrest Lowe. April 6, 1972. "Repair and Care of Books and Other Media Materials."

Dr. Milbrey Jones, USOE. May 1 and 2, 1972. "An Overview of School Library Programs: The Federal Government."

Dr. Jessie Carney Smith, Fisk University. May 22, 1972. "Building Special Collections for the School Media Center."

Miss Shirley Brother, USOE Regional Office. May 24, 1972. "School Library Problems in Appalachia."

Mrs. Mayrelee Newman, Appalachian State University. May 31, 1972. "The Role, Status, and Use of Paraprofessionals in the School Library."

Mr. Robert P. Brown, Encyclopedia Britannica Educational Corporation, June 21, 1972. "An Audio-Visual Education Workshop."

Dr. Milly Cowles, University of South Carolina. June 23, 1972. "Language and the Disadvantaged Child."

Mr. Paul Pavelka, Xerox Learning. July 25, 1972. "Special Materials for Reading and the School Media Center."

In addition to the above, participants had the opportunity to take part in seminars that are offered as part of the regular University programs. Also, a number of representatives of book companies spoke to the group on various occasions.

11. Unique Features of the Institute

The major unique feature of this Institute has been the interdisciplinary nature of the program, i.e., reading and library science. The purpose of this Institute was to train librarians for the public schools in such a manner that they

could assist with improving reading instruction. It is felt that this unique feature of the program has been a success.

The Institute program itself has combined many proven educational practices with certain experimental procedures. These limited experimental procedures will lead to the development of a better plan for the training of librarians.

As a whole, the Institute has shown the feasibility of providing individuals that might not normally have been able to attend graduate school with the opportunity to receive a Master's Degree with major emphasis in reading and library science.

A unique experience for participants was the opportunity to meet, hear, and talk with a number of outstanding individuals in the library profession and in reading. The presentations made by these individuals were a high point in the total program of the Institute.

12. Use of New Materials/Media

The Institute program was ideally suited for the use of new materials and traditional media. The participants were exposed to the production and use of all types of media including such items as transparencies, 16 millimeter film, film strips, video tapes, and audio tape recordings. The participants were introduced to the use of the computer in library operations.

Extensive use was made of video and audio taping of laboratory experiences in reading. These tapes were invaluable

to the participants and staff in evaluating the progress of the program. Participants also had the opportunity to see and work with a variety of the latest equipment and materials for the media center and to see and work with the latest materials in reading instruction. These were brought to the University by representatives of selected organizations.

13. Most Significant Experiences of Participants

When participants were given an opportunity to respond to the question, "What was the most significant thing that happened to you during the institute?", several major responses were given. Representative of the general attitude of participants is the following quote :

> "Acquired an appreciation for and a better understanding of the total approach to the philosophy, scope, and usefulness of the library as a media for teaching and learning.
> Acquired a more workable knowledge of the reading program as it relates to the total public school objectives and curricula."

Participants seemed to feel that the total impact was effective to them in understanding the library and its potential as a media center in an educational setting. With this understanding seemed to come a deeper appreciation for the school media center and for the librarian who assumes the responsibility of this important program. The following quotes sum up this appreciation:

> "I have learned that the librarian's role is multiple, complicated and very important."

> "I have acquired a better understanding of the role of a librarian. I feel that I could go into the library and relate to the children in the school."

The overall attitude also seemed to indicate a fuller understanding of the reading program. Further evidence of this fact can be seen in the following representative quotes:

> "I have become aware that the reading teacher has a great responsibility toward her pupils and the main key to reading is acquiring the students' interest."

> "This program has helped me understand how to work with children more effectively in all areas, especially in reading. I have a better understanding of the value of an elementary school and how it can be more effectively used."

> "The most significant thing that has happened this year is in the area of reading. The reading instruction has been most helpful in doing the job in the school."

More specifically, many participants commented on the interaction between people from different localities and educational backgrounds. They expressed a new awareness of human relations and of accepting people who have ideas divergent from their own. They felt that a change in attitude was important in being effective with all types of personalities and value systems. The following quotes exemplify this attitude:

> "...Being born and raised in the same general locality has not given me a prolonged contact with differences in people as far as idealogies are concerned. This contact has helped me to become aware of and better equipted to cope with varying systems of value."

"The most significant thing that has happened to me during this year is a changing of attitudes. Through my work with human relations and my contact with both teachers and LSI participants, I have learned to be more accepting of people and their ideas. In learning to function with all types of personalities I think I will be more effective in whatever I choose to do."

"The most significant experience during the past year was the group interaction and the adjustment to the different personalities involved. To me the interaction with the institute members was of immense value."

"...Exposure to new and varied ideas from others has contributed greatly to an overall personal view."

Important to many of the participants was the practical experience gained while involved in the institute. It was felt that this gave more meaning to knowledge and that it gave confidence and skill as well. In the words of the participants:

"...In particular, I appreciate the skills and confidence gained in library science."

"The wide variety of experiences presented in the program along with the actual academic classroom work."

"The most significant thing that has happened during the past year in this institute is the practical experiences I have had in the field of Reading and Library Science..."

The significance of earning a Master's Degree was included by several participants in their responses. The resulting higher level of educational status, specialized positions, and increased income were mentioned in connection to obtaining this degree through the institute. The following comments typlify the overall feeling expressed:

"The most significant result of this Institute for me has been employment...as librarian. The Master's Degree was a determining factor in employment, especially certification as librarian."

"This program provided the only chance I would have ever run into to get a Master's Degree. That fact is most significant because it changed my way of life at the time."

Only one participant voiced any negative attitudes toward the institute. The specific causes for his feelings are unknown. However, the outlook held by all other participants was a positive and meaningful attitude and both gainful and practical experiences upon which to build.

It is the feeling of the Director that the most significant experience of the participants in the Institue was the opportunity to attend graduate school and to receive training in library science and reading. Without the Institute program the majority of the participants would not have been able to continue their formal education. Specific experiences within the Institute program that were of major significance included: (1) field and practicum experiences and (2) the opportunity to meet and work with other individuals from the Southern Appalachian Region.

14. What Do Enrollees Say They Will Do Different?

The participants in this Institute program were classroom teachers in the public schools. As a result of this program the participants have received certification as school librarians and reading specialists. The participants have

returned to their respective school systems working in the role of librarians, librarian-reading specialists, and in media supervisory positions.

15. Follow-up Arrangements

Follow-up activities of the participants will be conducted at regular intervals. During the Spring of 1973, the participants of the program will receive a questionnaire to evaluate their Institute experiences in light of having been employed on the job for one year. Also at this same time, for research purposes, the participants will be asked to complete an additional form of the Semantic Differential used at the beginning of the Institute and near the end (see Appendix). Since many of the participants of this program will be living within a reasonable distance of Tennessee Tech, it is anticipated that these participants will be interviewed in person sometime during the coming academic year to learn first hand about their problems and how the Institute has been of benefit to them.

The Office of the Administrative Assistant for Special Services of the College of Education (also the Director of this project) makes periodic surveys of all graduates of Tennessee Tech. At this time additional information will be collected from the participants. This is scheduled to occur at approximately two years after the close of the Institute and again after five years.

16. Major Strengths of the Institute

Major strengths of the Institute program, on the basis of staff and participants evaluation, include the following factors:

a. The opportunity to attend graduate school and complete requirements for the Master of Arts.

b. The unique nature of the Institute, i.e., combining library science and reading.

c. The interest and enthusiasm of the majority of the participants in the program.

d. The practicum experiences that the participants engaged in during the Spring quarter of 1972. This was a high point in the total program.

e. The opportunity for the participants to get to know one another and to work with the staff of the program.

f. The high quality of the majority of the visiting speakers and in particular Dr. George Mason of the University of Georgia.

g. The Library Science Advisory Board. This group was instrumental in guiding the full operation of the Institute program.

h. The evaluation plan that was developed and implemented by Dr. David A. Payne (see last section of this report for Dr. Payne's evalaution).

i. The highly favorable ratio of staff to participants,

which made possible for much interaction and individual assistance.

j. The willingness of the staff of the project and other members of the faculty and staff of the University to devote time to making the project a success.

17. Major Weaknesses of the Institute

Evaluation of the total program of the Institute revealed several weaknesses. Following is a summary of these weaknesses and suggestions as to how these might be avoided in the future.

Participants in this program remained together throughout the total years' program and had little opportunity to interact with other University students. As a result of the group spending so much time together, certain conflicts developed between various members of the group. In order to bring harmony back to the group, a series of Human Relations seminars were scheduled for the participants. In some cases there was resentment by the participants, against this extra time requirement. In the future it is recommended that this be scheduled into the total program of the Institute prior to starting the academic portion of the year. Also it is recommended that the participants have the opportunity to be involved more with other students of the University. This can be accomplished by making the classes, etc. open to other University students.

In general the participants felt that too much work was expected of them during the academic year because of the dual nature of the Institute program. It was their feeling that the program should have been spaced out over a longer calender period so that they would not be rushed. It should be pointed out that the participants completed the equivalent of a full load each quarter they were in residence at the University. This may have been too much work for some of the participants since some came into the program with marginal undergraduate preparation.

Some participants felt that the stipends were not sufficient to cover necessary living costs. It is the feeling of the Director and staff that this may in part be justified in view of the sharp rise in living costs that has been experienced in the past few years.

It had been originally hoped that the staff of the Institute would develop a series of modules of instruction for the total program (see Appendices for sample module sheet). However, due to the heavy teaching load of the staff and the added pressures of the Institute program, it was not possible to complete this task. It is hoped that after the close of the program that some of this work can be continued.

18. Major Problems

Three major problems occured during the course of the Institute that should be mentioned in this part of the report.

As was pointed out earlier, problems arose in recruiting participants for the program. This was due in part to the somewhat late announcement of the award of the grant and the short time period in which to recruit participants. In order to allow for additional time to recruit participants for the program, an extension in the starting date was requested. This did allow for additional time for recruitment of participants, however, it is the feeling of the Director and staff that the most suitable participants for the program may have not been selected. In the future it is hoped that more time can be allowed between the announcement of the award of a grant and the start of the program.

The second problem that occured was more of a disappointment than a "major problem." The Institute program started with 19 participants, however, on February 2, 1972, one participant (Mrs. Darla Price) dropped out of the program on the advise of her family physician. At the time of admission to the University, all participants were required to have a physical examination by their family physician. Mrs. Price was reported to be in excellent health. However, during the Fall of 1971, Mrs. Price developed a condition that required hospitalization during the Christmas break and was ultimately forced to withdraw from the program for medical reasons. It should be pointed out, that attending graduate school did not contribute to the medical problems of Mrs. Price.

The third major problem encountered during the year has been due to the limitations of the University. All of the work in Library Science was originally scheduled to be conducted by one person and the majority of the work in Reading by two individuals. During the course of the program it became obvious that the participants were growing tired of the majority of their work coming from these three individuals. They did not have the opportunity to interact with a variety of faculty members. During the last half of the Institute (with approval of USOE) three additional staff members were introduced into the program (two in Reading and one in Library Science). This made significant improvements in the attitudes and interest of the participants. Also during the Spring quarter of 1972, the Director of the project was scheduled to teach a section of research and research methods in education. Because of committments with other projects the Director was unable to teach this part of the program. A faculty substitution was made (with USOE approval), in the original Plan of Operation. It is the feeling of the Director that no continuity was lost in the program as a result of this change in staffing.

19. Analysis of Institute Format

Following is an analysis of the format of the Institute program. In general it is the feeling of the Director and staff that the overall program of the Institute was satisfactory

and that few changes would be made in future programs.

a. Objectives. The objectives of the Institute were more than satisfactory. The objectives of the Institute were met by the program and it is felt that they could be replicated in the future.

b. Optimum Number of Grade Levels. Participants for this program came from a wide variety of schools and grade levels. There appeared to be no problems as a result of having participants from a wide variety of areas. It should be pointed out that the majority are returning to positions in elementary schools or in supervisory positions that will put them in direct contact with the elementary schools.

c. Timing. The timing for the program appeared to be appropriate even with the changes in starting dates. An academic year and a total summer or parts of two summers allows for some flexibility in scheduling and participants are required to miss only one complete academic year of work in their schools. This allows for temporary replacements in their regular schools without inconveniencing their employers.

d. Optimum Number of Weeks. As was pointed out earlier some of the participants felt that the program should have been spaced out over a longer period. This could be easily done in the future by extending the program over

five quarters, two summers and an academic year. By extending the program, some of the minor problems that developed during the year could be alleviated.

e. Participants. It is the feeling of the Director and the staff that the optimum number of participants should be about 20 and no more than 25. This allows ample time for individual instruction and interaction between the staff and participants. As in most programs it would probably be desirable to have more than one participant from a given school system but not necessarily from the same school. This would allow for more interaction after the participants have left the program and returned to their respective schools. In two cases, in the program just completed, there were two participants from the same school system. It should be pointed out that this was not by design.

f. Distribution of Time. As was pointed out above, the only major consideration with regard to time, was the amount of material that was covered during the four quarters of the Institute program. The Institute program should probably have been conducted over five quarters. As regards classroom versus free time, there appeared to be no problem. As was also pointed out earlier, it was felt that more time should have been spent in practicum in the public schools.

g. Substantive Content vs. Skills Emphasis. A major feature of the Institute was the flexibility of the program within the general limits of the focus on reading and library science. The development of individual plans of study of the participants to meet their individual needs was emphasized. In the future greater emphasis should be placed on the practical skills of the librarian and the reading specialist with the introduction of more practical field work in the schools.

h. Ratio of Staff to Participants. The ratio of staff to participant was an important contribution to the success of the program. With only 18 participants for the total staff of the program there was ample opportunity to individualize the total program of the Institute and there was ample opportunity for the Director to handle the variety of administrative problems associated with the operation of the Institute.

i. Budget. The budget for the operation of the Institute was adequate. It should be pointed out, however, that the University contributed the salaries of several staff members who taught in the project. As was pointed out earlier, there was some concern by some of the participants that the stipends were not adequate.

20. Impact on Institution

The residual impact of the Institute on Tennessee Tech may be significant in the future. For the first time, the faculty

of the College of Education has had the opportunity to work with a federally financed special program in Library Science. As a result of the program the staff members involved have started the development of a competency based program in library science and reading.

As a result of the Institute, the library science and reading programs of the University have been given visibility and recognition. This in turn will lead to improvements in the total offerings of the University in these areas. Since the inception of the Institute the number of inquiries from potential University applicants about the library science and reading programs has increased. It is anticipated that the number of regular students during the 1972-73 school year will be significantly higher than in the past.

There has been some enrichment of the regular programs of the College of Education due to the opportunities that the faculty and some students had to work with the Library Science Advisory Board and with outside consultants that were brought to the University. This will have some residual impact on the total programs of the University.

As a result of the Institute the relationships between the various school systems within the geographic area served by the program and the University have been strengthened. These relationships will be strengthened even more in the coming year with the continuing contact that will be maintained with the participants.

21. Outside Evaluation Report

In order to carry out a thorough and comprehensive evaluation of the total Institute project Dr. David A. Payne of the University of Georgia was contracted at the beginning of the project to conduct this phase of the study. An evaluation plan was initially developed for the total Institute program (See Plan of Operation). This plan was carried out almost in total during the Institute. Dr. Payne spent four days working directly with the Institute staff and participants as well as a number of days in collecting and analyzing data provided by the project staff. Pages 36 through 58 contain the report prepared by Dr. Payne.

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EVALUATION

of

Tennessee Technological University Library Institute:

Improved Use of the Media Center in Reading Instruction

Dr. David A. Payne - Director
University of Georgia

Dr. Jerry B. Ayers - Institute Director
Tennessee Technological University

The assistance of Dr. Wallace Halpin, Mr. Donald Roberson, Mr. Frank Rapley, Dr. Robert Rentz, and the Educational Research Laboratory in the College of Education of the University of Georgia in completing some of the analyses reported herein is greatfully acknowledged.

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Evaluation of the Institute and its participants was aimed at answering questions related to the effectiveness of the program. Specificially, interest was focused on the degree to which the goals of the Institute and the objectives of students and instructors were being met. In addition an attempt was made to provide general descriptions of the impact the experience had on the participants both academically and personally. The purposes of evaluation were approached through two kinds of evaluation activities: formative and summative. Formative evaluation is concerned with the modification and improvement of the program during its development and implementation. The key is feedback of relevant data hopefully useful in program revision. Summative evaluation refers to an end-of-experience assessment of progress. Juxtaposition of the relevant dimensions of our evaluation design - type of evaluation and target group - provided a general framework for evaluating the Institute.

TARGET GROUP	Formative	Summative
Individual Participant		
Program		

Some data analyses were not possible as a fair amount of the data were gathered anonymously. Individual matchups for selected variables and desired correlational analyses could not be made. It was felt that the increased validity of the self-report data hopefully achieved under conditions of anonymity outweighed the value of more sophisticated statistical analyses. In addition the reader should be cautioned about the results of the statistical analyses as a small sample size was involved.

Before considering evaluation results, brief overview of various participant characteristics will be presented.

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CHARACTERISTICS OF INSTITUTE PARTICIPANTS

The initial student body of fifteen females and three males reported a little over an average of four years teaching experience. Ages of the group ranged from 21 to 56 with an average around 30. They represented nine different undergraduate institutions (ten from Tennessee Technological University) and six different states. It is worthwhile to note that only one original participant left the program, and that was for medical reasons. This speaks well for the program as it is not unusual for an institute such as this to experience as much as a 5-10% drop out rate.

In terms of performance on standardized measure of academic ability the following results were obtained.

Measure	N	Mean	Median	Standard Deviation	Percentile Rank of Mean
[illegible] Analogies Test (Form M)	18	37	35.5	14	50
Purdue English Test (Form E)	17	151	147	22	71

It can be seen that Institute Participants on the whole compare favorably with national average performances with respect to the two screening instruments.

FORMATIVE INDIVIDUAL PARTICIPANT EVALUATION

Of major concern to the Institute personnel, both administrative and academic, and its participants was the progress being made toward the major goals and objectives of the program. Information related to such progress could serve to guide learning experiences and help students gain perspective on their own development. In the Fall Institute personnel generated a list of fourteen objectives related to the Library Science portion of the program and six objectives for the Reading portion. In addition a set of 35

objectives covering course content and related experiences for the Winter and Spring Quarter were also developed. Students were asked to rate on a five point scale the extent they judged they had mastered each of the objectives and the extent to which they judged the Institute to have contributed to this mastery.

Fall Quarter Ratings of Institute Objectives

A summary of the ratings for the Library Science objectives is presented in Table 1. In general students felt they had pretty well mastered their major objectives. The median of these median ratings being around 4.3 (on a scale of 1 to 5). In addition they judged the Institute to have significantly contributed to this mastery. The median of these Institute contribution ratings being about 4.6. With the possible exception of Objective Seven which is concerned with development of a Library Science professional vocabulary no difference of any consequence between the "mastery" and "contribution" ratings are noted. There was a tendency for the Institute contribution to be rated higher than "mastery". The lowest rated objective, both with respect to "mastery" and "contribution", dealt with ability to identify regional and/or local writers specializing in children's literature. A median correlation in the mid 50's was found between "mastery" and "contribution" ratings indicating a moderate relationship.

A summary of ratings for the Reading objectives is presented in Table 2. Again it can be seen that participants feel that they have substantially mastered these objectives and that the Institute has made a significant contribution to this mastery, the median median-ratings being around four. With only one exception, the objective dealing with ability to demonstrate workable knowledge of materials ordering procedures, no meaningful discrepancies between the "mastery" and "contribution" ratings. As with the

TABLE 1 Summary of Participant Fall Ratings of Institute LIBRARY SCIENCE Objectives*

OBJECTIVE	Participant Median Rating of Mastery	Rating of Institute Contribution
1. Demonstrate a knowledge of the proper procedures in the acquisition of school library materials.	4.4	4.6
2. Demonstrate a workable knowledge of the procedures necessary in ordering materials.	4.5	4.6
3. Demonstrate a knowledge of criteria involved in keeping a balanced up-to-date collection.	4.4	4.4
4. Demonstrate the ability to prepare material for use in the media center.	4.3	4.6
5. Demonstrate the ability to formulate procedures and regulations for the circulation of all materials.	4.3	4.8
6. Demonstrate a working knowledge of the records necessary to operate effective library service.	4.2	4.8
7. Demonstrate the use of working vocabulary of professional terms related to Library Science.	3.9	4.5
8. Describe the criteria for the evaluation of materials used with children.	3.7	3.8
9. Identify the reading interest of children.	4.2	4.4
10. Identify the needs of children and how some of these needs could be met by books and other materials.	4.3	4.4
11. Describe the awards given to children's books and criteria for receiving these awards.	4.4	4.6
12. Describe the great themes in traditional literature and how to use this literature with children.	3.6	3.9
13. Identify regional and/or local writers specializing in children's literature.	3.4	3.0
14. Prepare a bulletin board which encourages children to use books and other materials.	4.4	4.7

*Five point scale used 1 = Not Mastered or No Contribution... 5 = Have Mastered or Completely Contributed

TABLE 2 Summary of Participant Ratings of Institute READING Objectives*

OBJECTIVE	Participant Median Rating of Mastery	Rating of Institute Contribution
1. Define reading readiness, determine factors in readiness, and describe methods of assessing readiness.	4.3	4.2
2. Define developmental reading and describe its components, noting how to conduct a developmental reading program.	3.1	3.9
3. Discuss the various components in reading comprehension; vocabularly, main ideas, and details, figurative language, critical reading, etc.	4.1	4.1
4. Describe facets of the reading program as they relate to each subject - matter area: history, geography, math, science, English, etc.	4.2	4.1
5. Define a remedial reading case and list five diagnostic instrments: tests (specify them), telebinocular, audiometer, etc.	3.2	3.3
6. List five remedial techniques that a good classroom teacher might employ.	3.9	3.9

*Five point scale used 1 = Not Mastered or No Contribution ... 5 = Have Mastered or Completely Contributed

Library Science ratings, a moderately strong relationship is noted on the average (median correlation of .54) between Institute contribution and student mastery.

Any generalization from the data need to be made with caution due to the fact that (1) the ratings were made only part-way into the program, (2) a small number of individuals were involved in making the ratings, and (3) some topics reflected in the objectives had not yet been emphasized. In addition "halo" undoubtedly influenced the ratings to an unknown extent.

Winter-Spring Ratings of Institute Objectives

A summary of the ratings of the Winter-Spring Objectives can be found in Table 3. Again a range of ratings was observed. The median "mastery" rating was 4.01 and the median "contribution" rating was 4.17. It was not possible to run correlations between the "mastery" and "contribution" ratings as individuals responded anonymously to the scale during the Winter-Spring data collection period. As was the case with the ratings of Fall Objectives little discrepancy can be seen between the "mastery" and "contribution" rating for each respective objective.

The level of rating is difficult to evaluate. Given that the maximum possible value was 5, the fact that the averages are running from four to four-plus it must surely be concluded that many significant skills and knowledges were mastered to a significant degree, and that the Institute made a very significant contribution to that mastery.

The only relatively lowly rated objectives tended to be in the quantitative area. On the average objectives 11, 12, 13, 14, 29, 31, 32, 33, and 34 tended not to have been judged as having been mastered as well as the other objectives.

TABLE 3 Summary of Participant Ratings of Winter-Spring Library Institute Objectives*

OBJECTIVE	Participant Median Rating of Mastery	Rating of Institute Contribution
1. Name five sound principles of diagnosis	4.6	4.5
2. Name the types of tests you must include in a thorough reading diagnosis and give an example of each type.	4.7	4.6
3. Administer an audiometer screening test satisfactorily.	4.9	4.9
4. Administer a telebinocular screening test satisfactorily.	4.9	4.9
5. Name five sound principles for remedial teaching.	4.5	4.1
6. Name and describe several informal diagnostic procedures.	4.6	4.8
7. Administer and interpret tests necessary for a diagnostic study in reading.	4.1	4.1
8. Write a diagnostic case study of a child in reading.	4.5	4.1
9. On the basis of a diagnostic case study in reading, plan a program of remediation for a child.	3.3	3.8
10. Plan and teach several remedial reading lessons.	3.4	3.8
11. Read and interpret research articles in education with regard to identifying the type research approach; determining whether the sample employed in the study is representative; and evaluation of the research in terms of its inference to the investigation under study.	3.9	4.1

*Five point scale used 1 = Not Mastered or No Contribution... 5 = Have Mastered or Completely Contributed.

TABLE 3 (Cont'd) Summary of Participant Ratings of Winter-Spring Library Institute Objectives*

OBJECTIVE	Participant Median Rating Of Mastery	Rating Of Institute Contribution
12. Choose the statistical procedure appropriate for the different levels of measurement and describe the limitations associated with specific statistical test in reference to the level of the data collected.	2.9	3.2
13. Choose an appropriate type of research when given the conditions and restrictions for a proposed study.	3.8	3.9
14. Evaluate a measuring device in terms of its reliability and validity and describe the restrictions imposed or a study by the limitations associated with measuring instrument.	2.7	3.8
15. Demonstrate greater interest in reading materials dealing with the exceptional children.	4.3	4.1
16. Demonstrate an increased understanding of vocabulary concerning exceptional children.	3.7	3.5
17. Demonstrate an increased knowledge about the location of material about exceptional children.	3.8	3.7
18. Demonstrate an increased ability in dealing with the problems of exceptional children.	3.7	3.7
19. Demonstrate the application of knowledge, understandings and skills of public school librarians through practical experiences in school libraries.	4.4	4.7
20. Demonstrate the qualities and abilities necessary for success as a school librarian through actual work experience.	4.7	4.8

*Five Point Scale used 1 = Not Mastered or No Contribution... 5 = Have Mastered or Completely Contributed.

TABLE 3 (Cont'd) Summary of Participant Ratings of Winter-Spring Library Institute Objectives*

OBJECTIVE	Participant Median Rating Of Mastery	Rating Of Institute Contribution
21. Demonstrate skills in library management.	3.9	4.7
22. Demonstrate the use of Sear's and Dewey Decimal Systems.	4.1	4.1
23. Prepare catalogue cards needed for effective retrieval of materials.	4.2	4.6
24. Demonstrate the use of standard guides in cataloguing.	4.5	4.7
25. Develop a plan for a school library, including the necessary furnishings.	4.0	4.0
26. Develop an understanding of the role of the library in the school curriculum and the basic principles of library administration	4.1	4.2
27. Demonstrate an acquaintance with a wide variety of reading materials particularly suited for Junior and Senior High school students.	3.6	4.2
28. State the necessity of organizing library materials by the use of standard systems.	4.1	4.3
29. Demonstrate qualities of fairness, objectivity, and human concern in application of evaluation data.	4.4	3.2
30. Identify objectives in library science appropriate for primary, intermediate, junior high and senior high schools.	3.9	3.8

*Five point scale used 1 = Not Mastered or No Contribution;... 5 = Have Mastered or Completely Contributed.

TABLE 3 (Cont'd) Summary of Participant Ratings of Winter-Spring Library Institute Objectives*

	OBJECTIVE	Participant Median Rating Of Mastery	Rating Of Institute Contribution
31.	Develop test instruments and rating devices appropriate for measuring progress toward instructional objectives.	3.6	3.3
32.	Compute statistical data appropriate for identifying group and individual performance.	2.9	3.5
33.	Interpret scores on commonly used standardized tests.	3.5	3.8
34.	Identify types of standardized tests available and the uses made of them in school programs.	4.1	3.3
35.	Demonstrate the qualities of a professional school librarian.	4.5	4.1

*Five point scale used 1 = Not Mastered or No Contribution;... 5 = Have Mastered or Completely Contributed.

FORMATIVE PROGRAM EVALUATION

In an effort to secure information related the general implementation of the Institute particularly with respect to objectives, organization, and operation, a twenty item questionnaire was constructed and administered in November, 1971. It was assumed that the Information deriving from this instrument could be used to improve the on-going operation of the program. The intent of the first administration of the questionnaire was to feedback data to Institute personnel for purposes of suggesting in-process changes. A second administration was to serve a second purpose as an end-of-Institute evaluation. Sixteen of the items required ratings from the participants on a seven point scale, with seven being the "positive, good or high" rating (See Appendix for a copy of the instrument. Median ratings for the sixteen items at the beginning and conclusion of the Institute are as follows:

Item	Median Ratings Seven Point Scale: At Beginning of Institute	At Conclusion of Institute
1. Organization of Institute Relative to Objectives	6.3	4.5
2. Relevance of Course Work Relative to Institute Objectives	6.1	4.8
3. Frequency of Social Activities	5.2	4.5
4. Type of Social Activities Relative to Participant Desires	4.5	4.0
5. Justification for Holding Institute	6.5	5.1
6. Compatibility of Institute and Participant Objectives	6.1	4.8
7. Accessibility of Institute Administrative Personnel	6.5	4.8
8. Accessibility of Academic Personnel	6.7	5.2
9. Degree of "Practical" Orientation of Course Work	6.3	3.5
10. Desirability of "Practical" Orientation	6.6	6.8

11. Balance of Reading and Library Science Areas in Institute Curriculum	6.1	4.0
12. Desirability of More Weight on Library Science	3.8	3.5
13. Accuracy of Classroom Evaluation Made of Participant	5.9	4.8
14. Adequacy of Provisions for Making Housing Arrangements	4.1	Not Applicable
15. Relevance of "Make Up" of Participant Group	5.0	5.0
16. Degree to Which Consideration Should Be Given To Make-Up of Participant Group	3.3	5.4

It can be seen that the median ratings at the beginning ranged from 4.1 to 6.7, with a median value (of the medians) around 6.1. In general the various dimensions of the program were highly evaluated. It was felt, however, that the social activities were not responsive to the desires of all participants, and that better provisions for the handling of housing arrangements could have been made.

In examining the ratings given toward the end of the Institute a downward trend is obvious. The excitement of the "honeymoon" is definitely on the wane and perhaps a more realistic or perhaps even a quasi negative-hostile attitude has made its presence felt. This attitude may have operated as a general constant depressing all of the ratings. In particular participants judged that personnel, both administrative and academic, were less accessible as the program progressed. Apparently the tone of the course work moved from more practical to less practical in its orientation. Some concern about the composition of the group was evident in item 16.

In addition to the 16 rating items, four free-response items requesting suggestions for changing the nature of the course offerings and learning experiences, organizational aspects of the Institute, and financial arrangements. The responses to these questions were summarized and fed back to

the administrative personnel of the Institute. It was found, not unexpectedly, that the size of the stipends was considered inadequate.

Instructor evaluation forms were used during the first three academic quarters of the Institute. Results were summarized, feedback, and discussed with the Instructors involved.

SUMMATIVE INDIVIDUAL PARTICIPANT EVALUATION

A comprehensive evaluation design should be concerned with both cognitive and affective changes in students. Both of these kinds of variables were considered in the present project.

As a crude measure of the over-all progress and growth of individual student knowledge, the use of a gain score from the Media and Library Science section of the National Teacher Examination was employed. Pre-testing with this instrument took place on September 20, 1972. The average standard score was 487, which had a percentile rank of approximately 13. The standard deviation was 78. Retesting which took place on July 6, 1972, yielded a mean standard score of 616 and a standard deviation of 68. The end of program mean of 616 had a percentile rank of 50 based on the national norms for advanced students specializing in Media, Library and Audio-Visual Services as their area of teaching competence. This mean change of 129 standard score points is both of practical and statistical significance ($t=11.48$. $p<.001$). The change in percentile ranks from 13 to 50 is also of significance, particularly when it is considered that the reference group was composed of media specialists and the present instruction program was split between library science and reading. Obviously significant knowledge growth took place in this area.

In addition to knowledge and skill outcomes and particularly considering the nature of the program and participants it was felt that the intense academic year experience would result in an elevated self-estimate by the participant of his basic general worth and specific areas of personality functioning. To measure this anticipated outcomes the Tennessee Self Concept Scale was applied on a pre- and post-Institute basis. Change scores served as a basis for evaluating personal growth. Following is a brief summary of the meanings of the TCSC sub-tests that were focused on in the present evaluation effort.

Self Criticism	- High scores indicate a normal, healthy openness and capacity for self-criticism.
Total Positive Score	- Reflects over-all level of self esteem. High scorers tend to like themselves, feel that they are valuable and worthy, have confidence and act accordingly.
Identity	- Describes what individual is as he sees himself.
Self-Satisfaction	- Indicates level of self-acceptance.
Behavior	- Measures individuals perception of his own behavior on the way he functions.
Physical Self	- Individual describes his view of his body, health, physical appearance, skills and sexuality.
Moral-Ethical Self	- Describes feelings of being a "good" or "bad" person, relationship to God, moral worth, and satisfaction with one's religion.
Personal Self	- Sense of personal worth and adequacy, and evaluation of his personality apart from his body or his relationships to others.
Family Self	- View of individual as family member in terms of worth and value.
Social Self	- Reflects persons sense of adequacy and worth in his social interactions with other people in general.
Total Variability	- High scores indicate self-concept is so variable from one area to another that it may suggest little integration or unity.
Distribution	- High scores indicate that the subject is very definite and certain in what he says about himself.

Median scores for the "before" and "after" administration are presented in Table 4. The data do not reveal any remarkable trends. A plot of the average scores on the following standard reference profile sheet indicated that the scores were well within the normal range on all variables for both

TABLE 4 Summary of Scores on the Tennessee Self-Concept Scale for Library Science Institute Participants

Scale	Code On Profile Sheet	Median at Beginning of Institute	Median at Conclusion of Institute	Correlation of Beginning & Conclusion Scores
Self Criticism	(Self-Criticism)	34	37	.69
Total Positive Score	(Total)	359	353	.61
Identity	(1)	130	128	.55
Self Satisfaction	(2)	111	108	.55
Behavior	(3)	113	115	.69
Physical Self	(A)	73	70	.42
Moral Ethical Self	(B)	72	72	.53
Personal Self	(C)	66	65	.39
Family Self	(D)	73	75	.70
Social Self	(E)	72	69	.75
Total Variability	(Total)	44	44	.62
Distribution Score	(D)	112	123	.87

(Beginning = November, 1971; Conclusion = June, 1972)

Tennessee Self Concept Scale

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PROFILE SHEET

Beginning

Conclusion

Clinical and Research Form
PUBLISHED BY
COUNSELOR RECORDINGS AND TESTS
BOX 6184, ACKLEN STA.
NASHVILLE, TENN. 37212

NAME: Profile of Medians for Tennessee Technological University LIBRARY SCIENCE INSTITUTE

SCHOOL GRADE | SEX M F | AGE | DATE | TOTAL TIME

T SCORE	SELF CRITICISM	T/F	CONFLICT NET	CONFLICT TOTAL	TOTAL	POSITIVE SCORES ROW 1	ROW 2	ROW 3	COLUMN A	COLUMN B	COLUMN C	COLUMN D	COLUMN E	PERCENTILE SCORES	VARIABILITY TOTAL	VARIABILITY COL. TOT.	VARIABILITY ROW TOT.	DISTRIBUTION D	DISTRIBUTION 5	DISTRIBUTION 4	DISTRIBUTION 3	DISTRIBUTION 2	DISTRIBUTION 1	EMPIRICAL SCALES DP	GM	PSY	PD	N	PI	NDS	T SCORE
PROFILE LIMITS UP		16	7	29	44	14	11	24	13	17	16	24	11	17		8	14	39	6	34	19	24	34	14	29	14	22	9	-	19	
DOWN		29	9	24	17	9	24	15	12	17	12	24	30	49		5	29	12	10	24	29	18	39	17	34	21	17	14	15	-	

administrations. The only change of any relatively great magnitude was in the Distribution score. The increase of eleven points is interpreted as indicating that participants became more confident and definite about how they described and felt about themselves.

Of secondary interest is the stability reliability of the various TSCS scores. The reliabilities ranged from .39 to .87. The highest reliability being for that scale (Distribution) showing the greatest amount of change. Given the small number of subjects and long period of time, a median test-retest reliability in the low 60's is not unexpected.

A final source of summative data can be found in course grades. If grades can be accepted as reasonably valid indicators of achievement then quality point averages represent indices of student performance, and to some extent the effectiveness of the instructional program. A summary of the grade point averages (on a four point scale) is presented in Table 5.

TABLE 5 Summary of LSI Quality Point Averages*

Quarter	Range	Mean
Fall	3.40-4.00	3.74
Winter	2.69-4.00	3.37
Spring	3.27-4.00	3.62
OVERALL		3.58

*Four point scale, A = 4.00, B = 3.00, etc.

Although there is undoubtedly an unknown amount of contribution of "halo" to the grades due to the special nature of the group and program, the academic performances must be rated as excellent. The Winter fall-off was not unexpected. The over-all average of the group is most commendable.

SUMMATIVE PROGRAM EVALUATION

If the Institute has had an impact on students one would expect a shift in the meanings ascribed to selected concepts judged professionally significant by the Institute personnel. To test this assumption a semantic differential was developed employing three scales and fourteen concepts. Each scale (the usual Evaluation, Potency, and Activity ones, developed by Osgood) contained the standard four-adjective pairs. The concepts identified for study were as follows:

1. Individual Instruction
2. Elementary School Library
3. Diagnosis of Learning Difficulties
4. Media Center
5. Disadvantaged Child
6. Educational Research
7. Audio-Visual Aids
8. Phonics
9. Children's Literature
10. Instructional Material Evaluation
11. Reading Guidance
12. Information Retrieval
13. Reading
14. Book

Each concept was rated twice - pre and post Institute, with the final analysis focusing on changes in semantic space. The adjective pairs used were as follows: large-small, unpleasant-pleasant, fast-slow, dull-sharp, thin-thick, happy-sad, weak-strong, good-bad, moving-still, unfair-fair, passive-active and heavy-light. Initially two-dimensional plots of all pairs of the three scales were made. It was judged that the plot of Evaluation against Potency was most meaningful with the present data and purpose. A summary diagram of the plots of the semantic differential ratings are represented in Figures 1 and 2. The location of two of the concepts at the beginning are worth commenting on. The "Disadvantaged Child" is seen as not being a very potent or strong concept as well as

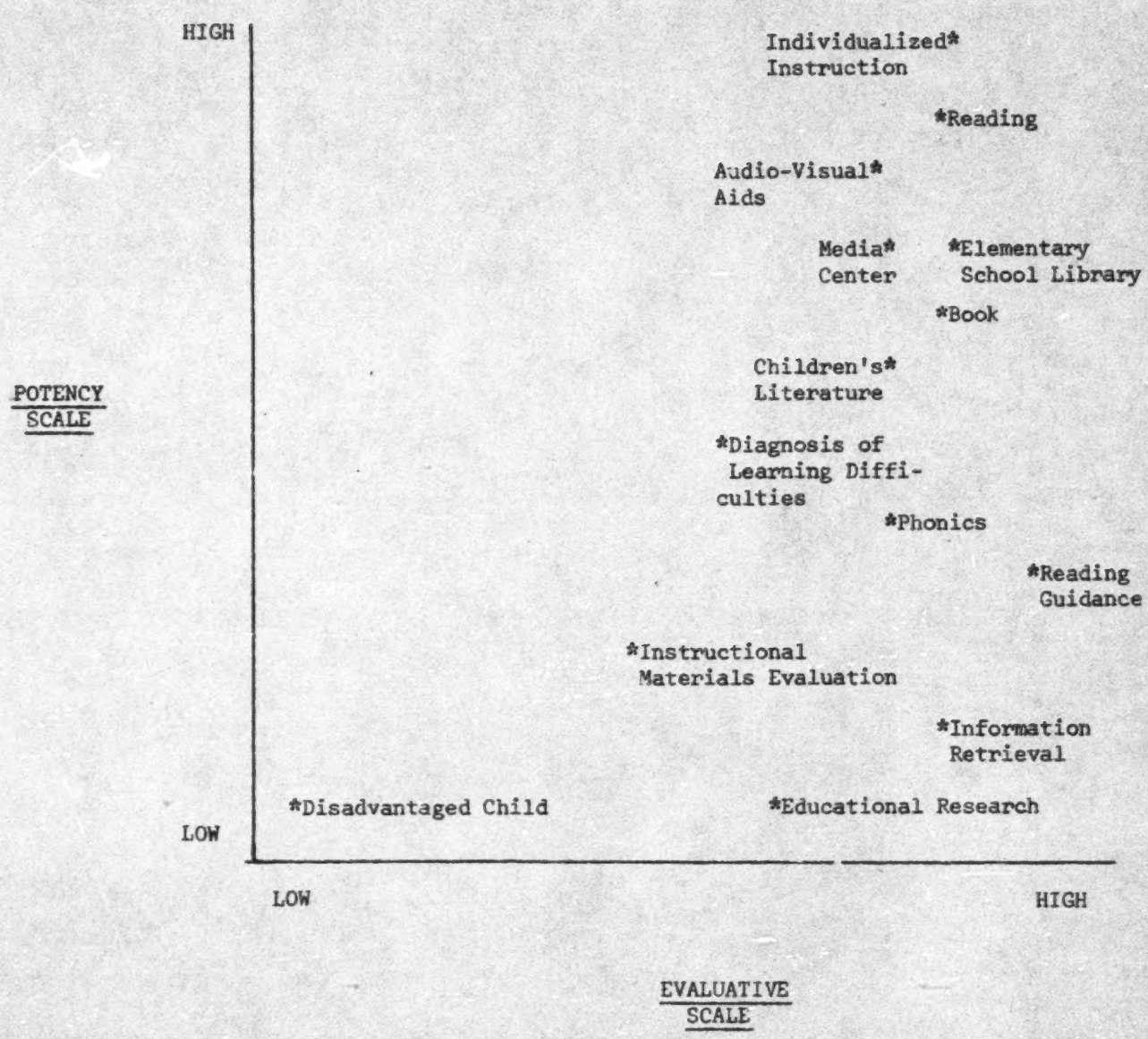

Figure 1. Summary of Semantic Space Plots for Fourteen Library Science Institute Concepts (Beginning of Institute)

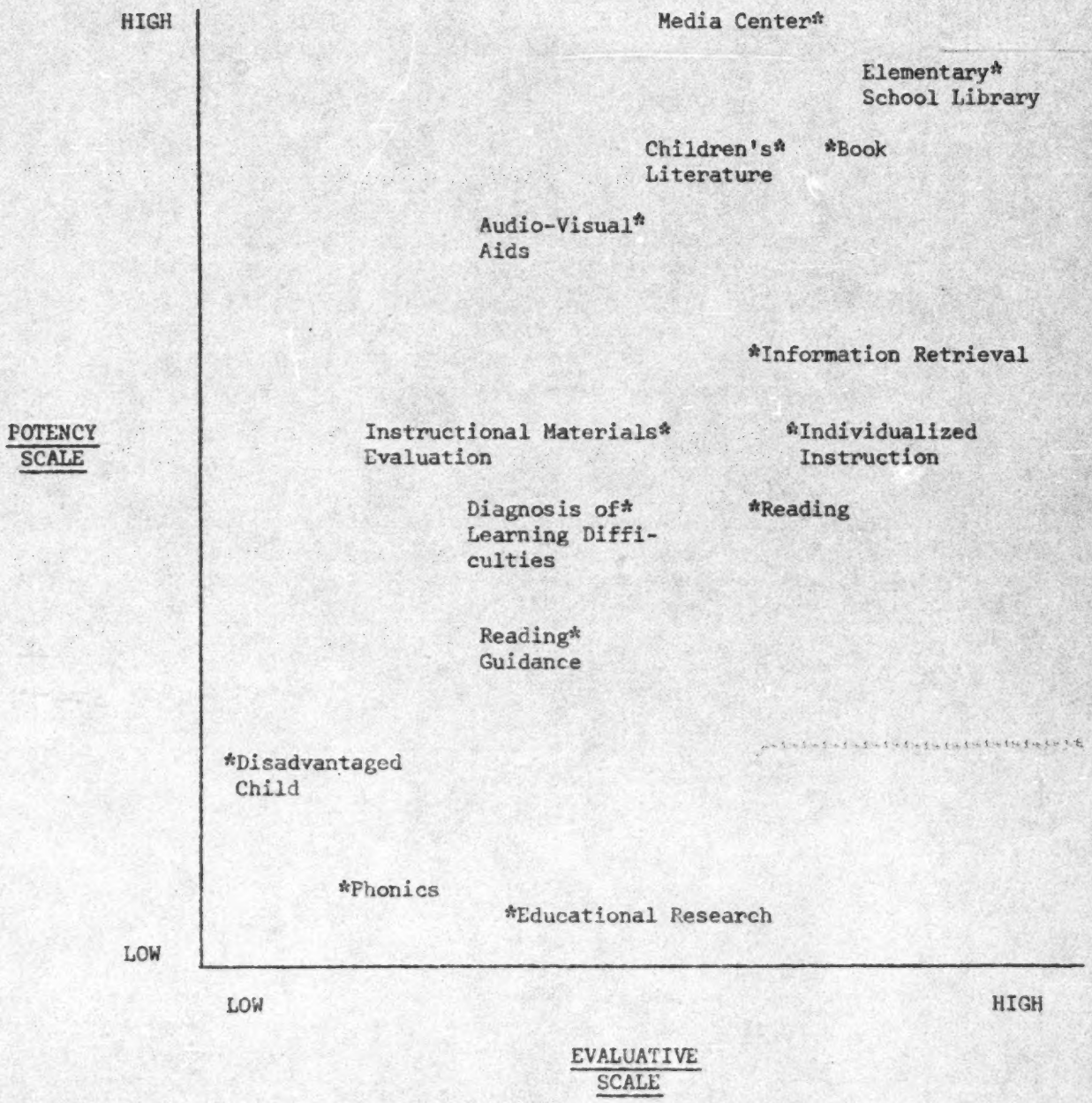

Figure 2. Summary of Semantic Space Plots for Fourteen Library Science Institute Concepts (Conclusion of Institute)

not being highly valued. This placement undoubtedly reflects the general judgments of education today and in particular the type of individual in the Institute coming from a less than affluent background and schools. The placement of "Educational Research" should cause many professors of Education to cringe with distaste. Although seen as of moderate value it is not seen as a potent force in influencing the behavior of educators as significantly and positively influencing the teaching-learning process. It is also interesting to note the high ratings given "individualized Instruction", seen by many as the only direction to go if one really wants to improve our ability to educate. By comparing Figures 1 (Beginning) and 2 (Conclusion) some definite changes in the meanings assigned to the fourteen concepts can be seen. It must be noted that the placement of these concepts in semantic space take on the greatest meaning when they are compared within each figure separately. In other words the concepts take on meaning in relationship to the other concepts. Nevertheless, the evaluator are confident in drawing the following inferences.

1. Educational Research is seen as being of slightly less value than before treatment.
2. Elementary School Library is seen as more worthwhile and of greater potential significance.
3. Phonics is seen as less potent and less valuable.
4. Information Retrieval is seen as of greater potential consequence.
5. Reading is seen less valuable as are Reading Guidance and Audio-Visual Aids.
6. Instructional Materials Center, Disadvantaged Child, Media Center, Book are seen as more potent as in Children's Literature.
7. Individualized Instruction is now seen as less potent.
8. Diagnosis of Learning Difficulties remained relatively the same.

It seems obvious that the program has had a considerable impact on the meanings assigned to central concepts that were part of the instructional experiences.

CONCLUSIONS

On the basis of the data collected, analyzed and reported on the preceeding pages, the following conclusions are warrented: Library Science Institute Participants

(1) Mastered, to a high degree, a significant number of objectives. Skills were developed and a considerable amount of relevant information acquired as indicated by grades.

(2) Judged that the Institute significantly contributed to the mastery of their objectives.

(3) Felt that, although several specific aspects of the Institute could be improved, in general the Institute was reasonably well organized and administered, and was in harmony with their personal objectives.

(4) Demonstrated changes in the meanings ascribed to central concepts of the programs in terms of worth and potency, as a function of their year's experience.

(5) Gained 129 standard score units on the Media Specialist-Library and Audio-Visual Services advanced test of the National Teacher Examinations. There was a very significant change in percentile rank of the means from 13 to 50.

(6) Maintained stable self-concepts over the period of the Institute.

CONCLUSIONS

The program of the Institute was judged a success by staff and participants. The objectives that were originally stated for the Institute were substantially accomplished. This was evidenced by the degree to which the participants achieved the stated objectives.

The participants demonstrated receptivity, involvement, and ability to profit from the Institute experiences. Of particular significance to this project was the attainment of the Master of Arts with major emphasis in library science and reading by the 18 participants. These individuals have returned to 15 school systems located in five different states with the majority working in school media centers or in media supervisory positions. All but one participant will be working in a school system located in the Southern Appalachian Region. It is anticipated that the addition of these trained media specialists to the staff's of the respective school systems will have a significant influence on the improvement of media services.

The program as outlined in the Institute Proposal and Plan of Operation was followed with minor changes and significant success. This Institute has successfully demonstrated the feasibility of the training of personnel in an interdisciplinary approach involving both reading instruction and library science. The program of study that was conducted could be replicated at other institutions of higher education with similar success.

It can be concluded that this program has had a significant influence on Tennessee Technological University. By conducting this Institute the University has had the opportunity to study and carry out an exemplary program in higher education. As a result, the total program of the University will be improved. Significant improvements are already being noted in the reading and library science programs. In the near future it is anticipated that these programs will grow substantially in terms of staff, enrollment, and quality and it is further anticipated that a similar institute will be conducted in the near future, under the sponsorship of the University.

ROSTER OF PARTICIPANTS

Name and Home Address Fall, 1972	Pre-Institute Employment Address	Post-Institute Employment Address	Number of Dependents
Dodd, Patricia Ann % S. Rossville Elem. School Rossville, Georgia 30741	Pine Haven School Rock Creek Route Jamestown, Tenn. 38556	Librarian S. Rossville Elem. School Walker County Georgia Rossville, Georgia 30741	0
Epperson, June Russell Route 4, Box 333 McMinnville, Tenn. 37110	Warren Co. Senior H. S. McMinnville, Tenn. 37110	Librarian Warren Co. Senior H. S. McMinnville, Tenn. 37110	0
Fuller, Carole Coble 5027 Bonnameade Dr. Hermitage, Tenn. 37076	Metro Public Schools 2601 Bransford Ave. Nashville, Tenn.	Librarian Metro Public Schools 2601 Bransford Ave. Nashville, Tenn.	0
Geer, Brenda Sue Route 1, Box 98 Sparta, Tenn. 38583	Unemployed	Teacher-Librarian White Co. Junior H. S. Sparta, Tenn. 38583	0
Gillen, Glenda F. Tullahoma, Tenn.37388	Unemployed	Reading-Librarian Specialist Davidson Academy Tullahoma, Tenn. 37388	0
Gunter, Linda Lou 317 West 8th St. Cookeville, Tenn. 38501	Tenn. Tech University Cookeville, Tenn. 38501	Teacher-Librarian White Co. Board of Ed. Sparta, Tenn. 38583	0
Hinton, Linda J. 500 Gillespie Rd. Chattanooga, Tenn. 37411	Chattanooga Pub. Schools West 40th Street Chattanooga, Tn. 37409	Librarian Chattanooga Public Schools West 40th Street Chattanooga, Tenn. 37409	0
Maddox, Clyde V., Jr. Route 1, Box 170 Jamestown, Tenn. 38556	Fentress Co. School Sys. Jamestown, Tenn. 38556	Teacher-Librarian Clarkrange High School Clarkrange, Tenn. 38553	0

McBroom, Jane Ann 1112 East 9th St. Cookeville, Tenn. 38501	Algood Elementrary School Algood, Tenn. 38501	Teacher-Librarian Algood Elem. School Algood, Tenn. 38501	1
McCallum, Susie Langdon 1804 Oak St. Chattanooga, Tenn. 37404	Chattanooga Public Schools West 40th St. Chattanooga, Tenn.	Librarian Chattanooga Public Schools West 40th Street Chattanooga, Tenn.	0
Morris, Shirley Salters % Gary Public Schools Gary, Indiana	Webber Middle School District I Columbia, S. C.	Reading Teacher Gary Public Schools Gary, Indiana	2
Owens, Charlotte Faye Apartment 11 College Park Apts. Gallatin, Tenn. 37066	Unemployed	Librarian Union Seventh Grade 661 Small Street Gallatin, Tenn.	0
Pellicciotti, Sarah E. Route 5, Box 127 Cookeville, Tenn. 38501	Keene Corporation Cookeville, Tenn. 38501	Librarian Jackson County H. S. Gainesboro, Tenn. 38562	0
Roark, Mark Kay Box 174 Lafayette, Tenn. 38708	Macon C. Board of Ed. Lafayette, Tenn. 38708	Librarian Macon Co. Board of Ed. Lafayette, Tenn. 38708	0
Rogers, Mary Belle Route 3, Box 252 Crossville, Tenn. 38555	Homestead School Route 8 Crossville, Tenn. 38555	Librarian Homestead School Route 8 Crossville, Tenn. 38555	3
Smith, Herman C. 223 Morgan Street London, Kentucky 40741	Bush High School Lida, Kentucky 40739	Media Supervisor Laurel Co. Board of Ed. London, Kentucky 40741	3
Spence, JoAnn Route 1, Box 279 Wayne, West Va. 25570	East Lynn School East Lynn, West Va. 25512	Teacher-Librarian East Lynn School East Lynn, West Va. 25512	2
Winchester, Ernest Clifford Route 2, Box 652 Adamsville, Ala. 35005	Birmingham City Board of Ed. Birmingham, Ala.	Media Specialist Birmingham City Bo. of Ed. Birmingham, Alabama	6